

# DEVELOPING VOCABULARY MASTERY OF THE FIFTH GRADE PUPILS THROUGH MIMICRY-MEMORIZATION

Iin C. Wondal<sup>1</sup>, Jos E. Ohoiwutun<sup>2</sup>, Joke Kawatu<sup>3</sup>

## Abstract

The objective of this research was to prove that the implementation of mimicry-memorization could develop the vocabulary of the fifth grade pupils at SD Katolik 1 Santo Fransiskus Xaverius Palu. The research design was a pre-experimental research. The population and the sample of this research were the fifth grade pupils at SD Katolik 1 Santo Fransiskus Xaverius Palu. The number of sample was 31 pupils. The writer used total sampling and adopted one group pre-test and post-test design. The pre-test was used to measure the pupils' vocabulary mastery before the treatment, and the post-test was used to measure the pupils' vocabulary mastery after the treatment. Based on the result of both tests, the writer found that the t-counted value is 9.48. The level of significance counted is set up at 0.05 and the degree of freedom (df) of the table value is  $31 - 1 = 30$ . The writer found that t-table was 1.684. It showed that t-counted was higher than the t-table. It means that the hypothesis of this research is accepted. In conclusion, the use of mimicry-memorization was effective to develop the pupils' vocabulary.

**Keywords:** Developing; Vocabulary Mastery; Mimicry-Memorization

## INTRODUCTION

Indonesian government has chosen English as a foreign language subject to be taught from elementary school up to the university. The teaching of English covers the four skills, such as listening, speaking, reading, and writing. To master these skills well, the pupils need to learn the language components (vocabulary, pronunciation, and grammar/structure). Therefore, they are able to apply not only the four language skills but also the three language components.

Vocabulary is the basic element of English component. Vocabulary is very important in learning language because without vocabulary, pupils cannot understand well about language. It is essential to master in order to use it for communication. Practicing English skills cannot run effectively and efficiency if the pupils do not know the vocabulary of the

---

<sup>1</sup>Prodi Pendidikan Bahasa Inggris FKIP Universitas Tadulako - email: iinceceliawondal@yahoo.com

<sup>2</sup>email: jos.ohoiwutun@yahoo.com

<sup>3</sup>email: Joukekawatu@gmail.com

language. Hardjono (1988:71) states, “Vocabulary is the very important thing in teaching and learning process among elements of language. Therefore, it is impossible to use foreign language without mastering vocabulary”. Vocabulary is one of the main problems in learning foreign language. Most of the pupils find some difficulties in mastering foreign language because they have lack of vocabulary.

The standard competence of Kurikulum Terpadu Standar Pendidikan in Elementary School (Peraturan Menteri Pendidikan Republik Indonesia, 2006:23) states:

1. Membaca nyaring dan memahami makna dalam instruksi, informasi, teks fungsional pendek, dan teks deskriptif bergambar sangat sederhana yang disampaikan secara tertulis dalam konteks kelas, sekolah dan lingkungan sekitar.
2. Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional dalam konteks kelas, sekolah dan lingkungan sekitar.

The above explanation shows that by learning English, the elementary school pupils are expected to express their ideas, opinions, and feeling through simple oral or written English. On the other hand, it is the opposite of what the researcher found in the reality at SD Katolik 1 Santo Fransiskus Xaverius Palu. When the researcher did her preliminary research, she found that the pupils there, particularly the fifth grade, get some difficulties to write and to speak when their teacher asked them. For example, the pupils got stuck to read some sentences when they found the words like *open*, *book*, *wrinkle*, and *face* when they learned about daily activities. These words are still unfamiliar for the pupils, and they do not know the meaning and how to pronounce them correctly.

Based on the above problem, the researcher decided one way to develop students’ vocabulary mastery of the fifth grade pupils at that school in using mimicry-memorization. Mimicry-memorization is a way to find the meaning and to remember the words or the sentences by using the action. It is one way to develop the pupils’ knowledge in comprehending a text. According to Ohoiwutun (2005:10):

The pupils can guess the meaning of unfamiliar words from the context in which the words exist. They may use the meaning of the surrounding words to make their guess or analyze the form of the word and the position of word in the sentence. Sometimes the meaning of unfamiliar word can be determined by understanding the whole meaning of sentence or passage.

The use of mimicry-memorization technique in teaching vocabulary items is a suitable way for them to study English. The success in learning English as a foreign language is often determined by the teacher’s technique in teaching English. It is important to remember that the main objective of teaching vocabulary is to improve and develop student’s

vocabulary items. The teacher should consider the use of technique that can be applied in teaching vocabulary items.

The materials that the researcher taught are so familiar with pupils' daily lives. Thus, it is easy for them to perform and absorb the word given. To help learners in learning foreign language, Slaterry and Willis (2003:4) suggest some ways to teach them:

1. Make learning English enjoyable and fun.
2. Do not worry about mistake, be encouraging; make sure pupils feel comfortable and not afraid to take a part.
3. Use a lot of gesture, action, picture to demonstrate what you mean.
4. Talk a lot to them use English, especially about things they can see.
5. Play game, sing a song, and say rhymes and chants together.

Vocabulary is intended to make the language learning atmosphere interesting and enjoyable with exception that the pupils are motivated to learn English in classroom. The aim of using mimicry-memorization technique in teaching is to create the situation of fun and interest.

The researcher formulated the research question as follows: *Can the use of mimicry-memorization technique develop vocabulary mastery of the fifth grade pupils at SD Katolik 1 Santo Fransiskus Xaverius Palu?* It was to find out whether the mimicry-memorization technique can develop the pupils' vocabulary mastery or not, and the objective of this research is to prove that the use of mimicry-memorization technique can develop vocabulary mastery of the fifth grade pupils at SD Katolik 1 Santo Fransiskus Xaverius Palu.

## METHODOLOGY

In conducting this research, the researcher applied one group pretest-posttest research design. The treatment is only conducted to the experimental group. There is no control group in this research. This group was given pre-test before treatment and post-test after treatment.

The researcher used the research design as proposed by Arikunto (2006) as follows:

$$X_1 \quad X \quad X_2$$

Where:

$X_1$ : pre-test

$X$ : treatment

$X_2$ : post-test

Population is considered as all research subjects. Arikunto (2002:108) states, "Population is a set (or collection) of all elements possessing one or more attributes of interest". The population of this research is the fifth grade pupils of SD Katolik 1 Santo

Fransiskus Xaverius Palu. There is only one class which has 31 pupils and it directly became the research sample.

In taking sample of this research, the researcher used a total sampling technique.. “Sample is a small proposition of the population selected for observation and analysis” (Best, 1981:8).

Variables become the object or the focus of a research. In relation to the variables of this research, Kerlingrt in Arikunto (2002:97) states, “All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable. It is possible to have more than one dependent variable in experiments”. It is means that an experiment research has two variables. There were two variables in this research. The independent variable (x) was mimicry-memorization technique, while the dependent variable (y) was developing vocabulary mastery of the fifth grade pupils at SD Katolik 1 Santo Fransiskus Xaverius Palu.

In doing the research, the researcher used only one kind of instrument. It is test consisting of pre-test and post-test. The pre-test is used to check the vocabulary mastery of the pupils and post-test is used to check the result of treatment on the pupils vocabulary mastery. The researcher applied the test to measure the vocabulary of the pupils and to know the effectiveness of the treatment. The test was given to the pupils twice. It was before the treatment (pre-test) and after the treatment (post-test). There are three tests; word finding, word matching, and letter arrangement. The scoring system of the test as follows:

**Table 1: The Scoring System of the Test**

Num	Kind of Test	Number of Items	Score of each Current item	Maximum score
1	Word finding	10	1	10
2	Word matching	5	3	15
3	Letter arrangement	5	5	25
Total		25	9	50

The researcher administered pre-test to the pupils before she gave the treatment (the application of mimicry-memorization) to the pupils. This is to measure the pupils' vocabulary mastery. Post-test was given after treatment. Post-test was used to measure whether the pupils' vocabulary can be improved through mimicry-memorization or not. The result of this post-test had been analyzed and compared with the result of the pre-test in order to know the significance of the treatment.

To know the score of each student, the researcher used the formula that proposed by Arikunto (2006:240) as follows:

$$\sum = \frac{x}{N} \times 100$$

Where:

$$\begin{array}{ll} \sum & = \text{individual score} \\ x & = \text{obtained score} \\ N & = \text{maximum score} \end{array}$$

Then, the researcher computed the pupils' mean score by using the formula proposed by Arikunto (2006:308) as follows:

$$M = \frac{\sum X}{n}$$

Where:

$$\begin{array}{ll} M & = \text{mean score} \\ \sum X & = \text{sum score} \\ n & = \text{number of pupils} \end{array}$$

Furthermore, the researcher computed the pupils' mean deviation by using the formula proposed by Arikunto (2006:307) as follows:

$$Md = \frac{\sum d}{n}$$

Where:

$$\begin{array}{ll} Md & = \text{mean deviation} \\ \sum d & = \text{sum of deviation} \\ n & = \text{number of pupils} \end{array}$$

After that, the researcher computed the square deviation using the formula proposed by Arikunto (2006:312) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{n}$$

Where:

$$\begin{array}{ll} \sum x^2 d & = \text{square deviation} \\ \sum d & = \text{sum of deviation} \\ n & = \text{number of pupils} \end{array}$$

After computing all formula above, the researcher found the significant difference between the mean pre-test and post-test by using the formula as proposed by Arikunto (2006:314) as follows:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum d^2}{n(n-1)}\right)}}$$

Where:

t = significant difference between pre-test and post-test  
Md = mean score of deviation  
 $\sum d^2$  = sum of square deviation  
n = number of pupils

## FINDINGS

In collecting data, the researcher administered the test to the pupils before and after the treatment. The pre-test was given before the treatment and the post-test was applied to measure the improvement after the treatment.

The researcher gave the pre-test to the pupils in order to know the ability of the pupils vocabulary mastery before she conducted the treatment. The researcher gave the pre-test to the pupils on April 5<sup>th</sup> 2014. The result of the pre-test was presented in the table 2.

Based on the table above, the highest score is 92 and the lowest score is 40. After getting the total score of the pupils, the researcher computed the pupils' mean score by using the formula below:

$$\begin{aligned} M &= \frac{\sum X}{n} \\ &= \frac{1704}{31} \\ &= 54.96 \end{aligned}$$

From the result above, it can be concluded that the pupils' mean score in pre-test was 54.96. After conducting the treatment, the pupils' post-test results are shown in table 3.

**Table 2: The Result of Pupils Pre-test**

No	Initial Name	Kind of Test			Total Score	Pupils' Score
		Find Out	Match	Arrange		

1	Abr	5	9	10	24	48
2	Ang	6	6	10	22	44
3	Amd	4	6	15	25	50
4	Arl	6	6	10	22	44
5	Bgt	4	9	15	28	56
6	Clv	5	6	10	21	42
7	Cstn	9	12	25	46	92
8	Elp	5	9	10	24	48
9	Ek	6	9	5	20	40
10	Edl	7	12	15	34	68
11	Enk	5	9	15	29	58
12	Fbr	4	12	15	31	62
13	Fsy	5	6	10	21	42
14	Frsk	7	9	15	31	62
15	Fsk	4	9	10	23	46
16	Fdkm	4	9	10	23	46
17	Gio	9	12	20	41	82
18	Jrmy	9	12	20	41	82
19	Jsc	5	6	10	21	42
20	Jvk	4	9	10	23	46
21	Klvn	8	12	10	30	60
22	Lstn	4	9	10	23	46
23	Okt	4	6	10	20	40
24	Oktav	6	9	15	30	60
25	Rcrdo	4	6	10	20	40
26	Rvl	8	9	15	32	64
27	Stry	4	9	10	23	46
28	Stiv	7	9	15	31	62
29	Vnd	5	12	15	32	64
30	Vns	4	12	15	31	62
31	Yhns	6	9	15	30	60
		<b>173</b>	<b>279</b>	<b>400</b>	<b>852</b>	<b>1704</b>

From the calculation in table 3, the researcher showed that there were different abilities in vocabulary between the pupils' mean score in pre-test and post-test. The pupils' mean score in post-test (71.09) is higher than pupils' mean score in pre-test (54.96). This shows that student's achievement is increased after the treatment.

After getting the mean score of pre-test and post-test, the researcher continued to count the mean deviation and square deviation. The result is presented in the table 4.

**Table 3: The Result of Pupils Post-test**

No	Initial Name	Kind of Test			Total Score	Pupils' Score
		Find Out	Match	Arrange		

1	Abr	8	9	20	37	74
2	Ang	8	6	20	34	68
3	Amd	7	9	15	31	62
4	Arl	9	9	15	33	66
5	Bgt	8	12	15	35	70
6	Clv	7	6	20	33	66
7	Cstn	10	12	25	47	94
8	Elp	8	9	15	32	64
9	Ek	9	6	20	35	70
10	Edl	9	12	15	36	72
11	Enk	8	9	15	32	64
12	Fbr	9	12	20	41	82
13	Fsy	8	9	20	37	74
14	Frsk	8	12	15	35	70
15	Fsk	9	12	15	36	72
16	Fdkm	7	12	15	34	68
17	Gio	10	15	20	45	90
18	Jrmy	10	12	20	42	84
19	Jsc	7	9	15	31	62
20	Jvk	8	12	15	35	70
21	Klvn	7	12	15	34	68
22	Lstn	9	12	15	36	72
23	Okt	8	9	15	32	64
24	Oktav	9	6	15	30	60
25	Rcrdo	8	9	20	37	74
26	Rvl	9	12	15	36	72
27	Stry	8	12	10	30	60
29	Stiv	8	9	20	37	74
30	Vnd	10	6	20	36	72
31	Vns	8	12	15	35	70
		<b>260</b>	<b>312</b>	<b>530</b>	<b>1102</b>	<b>2204</b>

After computing the deviation score between pre-test and post-test score, the researcher computed the mean deviation of the pupils' score that presented below:

$$\begin{aligned}
 Md &= \frac{\sum d}{n} \\
 &= \frac{500}{31} \\
 &= 16.12
 \end{aligned}$$

**Table 4: Deviation of the Pre-test and Post-test**

No	Initial Name	Student Score	Deviation	D <sup>2</sup>
----	--------------	---------------	-----------	----------------



		Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	D = (X <sub>2</sub> - X <sub>1</sub> )	
1	Abr	48	74	26	676
2	Ang	44	68	24	576
3	Amd	50	62	12	144
4	Arl	44	66	22	484
5	Bgt	56	70	14	196
6	Clv	42	66	24	576
7	Cstn	92	94	2	4
8	Elp	48	64	16	256
9	Ek	40	70	30	900
10	Edl	68	72	4	16
11	Enk	58	64	6	36
12	Fbr	62	82	20	400
13	Fsy	42	74	32	1024
14	Frsk	62	70	8	64
15	Fsk	46	72	26	676
16	Fdkm	46	68	22	484
17	Gio	82	90	8	64
18	Jrmy	82	84	2	4
19	Jsc	42	62	20	400
20	Jvk	46	70	24	576
21	Klvn	60	68	8	64
22	Lstn	46	72	26	676
23	Okt	40	64	24	576
24	Oktav	60	60	0	0
25	Rcrdo	40	74	34	1156
26	Rvl	64	72	8	64
27	Stry	46	60	14	196
28	Stiv	62	76	14	196
29	Vnd	64	74	10	100
30	Vns	62	72	10	100
31	Yhns	60	70	10	100
		<b>1704</b>	<b>2204</b>	<b>500</b>	<b>10784</b>

After getting the mean deviation, the researcher computed the sigma square deviation as shown below:

$$\begin{aligned}
 \Sigma x^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{n} \\
 &= 10784 - \frac{(500)^2}{31} \\
 &= 10784 - \frac{250000}{31} \\
 &= 10784 - 8064.5 \\
 &= 2719.5
 \end{aligned}$$

After having the sum of square deviation of the group, the researcher needed to analyze the data statistically in order to know the significant difference between the pre-test and the post-test by using t-count formula as follows:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum x^2 d}{n(n-1)}\right)}}$$

$$t = \frac{16.12}{\sqrt{\left(\frac{2719.5}{31(30-1)}\right)}}$$

$$t = \frac{16.12}{\sqrt{\left(\frac{2719.5}{930}\right)}}$$

$$t = \frac{16.12}{\sqrt{2.92}}$$

$$t = \frac{16.12}{1.71}$$

$$t = 9.48$$

From the computation above, the researcher found that the significant difference between the result of the pre-test and the post-test of the pupils was 9.48.

## DISCUSSION

In this research, the researcher tried to develop the vocabulary of the fifth grade pupils at SD Katolik 1 Santo Fransiskus Xaverius Palu through mimicry-memorization technique. Vocabulary has many classes of words, but in this case the researcher focused on identifying noun and verb. Noun and verb become the basic point in learning English language especially for elementary level.

The first step when the researcher conducted the research was to give the pre-test to the pupils. There were three kinds of test. The first was word finding that consists of five nouns and five verbs, the second was word matching that consists of three nouns and two verbs, and the third was letter arrangement that consists of three nouns and two verbs. The researcher found that the pupils had the lack of vocabulary. It was known from the result of the pre-test. The pupils made writing error in the all of the test. The pupils' error in word finding test was 44.20 %, word matching test was 40 %, and letter arrangement test was

48.38 %. The researcher would like to show the specific error of the both tests that the pupils made. In word finding test, the researcher found the pupils' error was 14.85 % in noun and 29.35 % in verb. In word matching test, the pupils' error was 16.77 % in noun and 23.23 % in verb. Then, in letter arrangement test, the pupils' error was 15.48 % in noun and 32.90 % in verb.

By seeing the pupils' error, the researcher taught the pupils about vocabulary especially noun and verb. As the elementary level pupils, they definitely wanted to learn English vocabulary with fun and easy way. Therefore, the researcher treated the pupils by using mimicry-memorization technique. The researcher showed so many nouns and verbs about daily activities to the pupils in the expression and the action. Then, the pupils were guessing the meaning of words by looking at the expression and the action. After that, they automatically memorized the words especially nouns and verbs.

After the treatment, the researcher finally gave a post-test to the pupils. The researcher used it as the data that was needed to compare the pupils' vocabulary in pre-test. The pupils' error in word finding test was 15.80 %, word matching test was 31.61 %, and letter arrangement test was 30.96 %. Similar to the explanation of the pre-test, the researcher would like to show the specific error of the both tests that the pupils made. The researcher found the pupils' error in word finding test was 7.42 % in noun and 8.71 % in verb. In word matching test, the pupils' error was 12.38 % in noun and 19.23 % in verb. In letter arrangement test, the pupils' error was 11.62 % in noun and 19.34 % in verb. By looking at the result, the researcher concluded that learning noun is easier than verb. It is supported by Fenson (1994:52) who states, "Nouns appeared to be more predominant in the child's first 50 words and more importantly, nouns are learned quickly and easily compared to other types of words."

The result of observation sheet shows that every pupil was actively engaged in the process of learning. They have shown a really great amount of enthusiastic in learning vocabulary with mimicry-memorization technique. This was shown from the way they reacted to the mimicry-memorization technique that used in the treatment. Having seen the pupils' behavior during the treatments, the researcher related the recent study to the previous study that had been mentioned by Nahdawati (2011). It was clear that Nahdawati's study claimed that the use of total physical response could improve vocabulary of the pupils at elementary school. Basically, total physical response and mimicry-memorization are the same in action but mimicry-memorization could increase not only the pupils' vocabulary in speaking skill but also all of the skills language.

## CONCLUSION AND SUGGESTIONS

Considering the result of the data analysis, the researcher provides the conclusion that the use of mimicry-memorization technique can develop the vocabulary mastery to fifth grade pupils at SD Katolik Santo Fransiskus Xaverius Palu. The pupils always applied the technique in order to find the easy way to remember some vocabularies. Through this research, the researcher can assure that it was also proven true that mimicry-memorization technique could develop the pupils' vocabulary in English, while at same time it also increased the pupils' motivation in learning English. They also could identify easily the words without opening the dictionary. After conducting the research, the researcher found that there is a significant difference between the pupils' value of the pre-test and post-test. It means that the hypothesis of the research is accepted. In other words, the use of mimicry-memorization could assist pupils to develop their vocabulary mastery.

Considering the previous conclusion, the researcher would like to provide some suggestions. The suggestions are the English teachers should be able to create attractive materials related to teaching vocabulary and the pupils should often be given opportunity to apply the new words in order to familiarize the pupils' action with the English vocabulary. For the further researchers, they should observe the pupils' difficulties in learning English before doing the research at the school in order to help them to find out the appropriate technique to help the pupils in solving their problem.

## REFERENCES

- Arikunto, S. (2002). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT. Bumi Aksara.
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu pendekatan Praktek* (Edisi Revisi V). Jakarta: Rineka Cipta.
- Best, J.W. (1981). *Research in Education*. New Jersey: Englewood Cliffs.
- Departemen Pendidikan Nasional Ditjen Manajemen Pendidikan Dasar dan Menengah Direktorat Pembinaan Sekolah Dasar. (2006). *KTSP in Elementary School: Peraturan Menteri Pendidikan Nasional Republik Indonesia*. Jakarta: Depdiknas.
- Fenson, L. (1994). *Variability in Early Communicative Development*. Baltimore: Basil Blackwell.
- Hardjono, S. (1988). *Psikologi Belajar Mengajar Bahasa Asing*. Departemen Pendidikan dan Kebudayaan. Jakarta: Depdikbud.

- Nahdawati. (2011). *The Application of Total Physical Response Method in Teaching Vocabulary to the Fifth Grade Students of SDN Inti 6 Palu*. Palu: Unpublished skripsi.
- Ohoiwutun, E. J. (2005). *Extensive Reading: Task for Skills and Strategies Development*. Palu: Unpublished text book.
- Slaterry, M & Willis, J. (2003). *How to Help Young Learners in Learning English as Their Foreign Language* <http://massofa.wordpresss.com> (2013/11/12)